

I. Introduction and Executive Summary

A new, 55,000 square foot library is needed to serve the residents of Redding and to serve as the main facility and headquarters of the Shasta County Library. Redding's population will grow 40% over the next twenty years, with 113,500 residents expected by the year 2020. Shasta County's population is expected to reach 231,000, also a 40% increase. Over 23,000 Redding residents are aged 19 years or younger (over 46,000 County residents are in this age group) – approximately 29% of the population overall. Another 25% (24.5% in Redding; 25.6% in the County) are 55 years or older. The rapid growth and migration of new residents and the increasing populations of both families with children and seniors are pressuring community services and calling previously acceptable service levels into question.

A modern, energy-efficient facility that provides 0.48 square feet of library space per resident, with up-to-date collections of books, magazines and audiovisual materials, a variety of attractive seating, high-speed computer equipment and well-equipped programming space, will improve the quality of library service for the entire community. The role of the new Main Library in the context of the County Library system as a whole is outlined in the Library Plan of Service, a separate report.

The Shasta County Library system has endured two decades of severely reduced funding. In the past four years, it has begun to emerge from this dark period during which all but two branches were closed and once, for several months, the entire library system was shut down. Since 1997, when a cooperative agreement between the cities of Anderson and Redding, the County and the three Friends of the Library organizations that serve the three existing facilities was established, increased funding has allowed the Library to be open more hours and to add materials and staff. A county-wide grassroots organization, New Library Now!, was formed in 2000 to advocate and raise funds for a new Redding Main Library. New Library Now!, the County of Shasta, and the City of Redding have formed a coalition to apply for State of California Library Construction Bond funds. The present needs assessment is one product of that coalition.

The library planning team of Kathryn Page Associates and Critical Solutions, Inc., was engaged by the coalition in June 2001 to help plan the new library and to assist with the bond program application. LPA, Inc., an architectural firm that specializes in library design, was hired in December 4, 2001 to develop a conceptual design for the new building. The City identified property in central Redding that was made available for the project.

The current 26,083 square foot library at 1855 Shasta Street cannot meet the community's library service needs, nor can it be expanded or enhanced to do so. Constructed on three levels, it lacks ADA access in many areas of the public and staff work spaces and cannot be expanded on the existing site without eliminating most existing parking. A new facility is required to meet community needs.

A book collection of 255,375 volumes, more than twice the current size, will be required by 2020 to match community needs. Two and one half times the current amount of reader seating will be needed, for a total of 262 seats. Seventy-two public computers are needed, 52 in open access areas and another 20 in a technology training lab.

The Library and the Redding Elementary School District are planning to develop a jointly-administered family literacy project to improve student academic performance levels in central Redding. In addition, the Library and the Shasta Union High School District have embarked on a project to extend the County Library's online system to include the District's high schools and the various alternative charter schools operated by the District. The project, as envisioned by the project planners, will enable the public and school libraries to share one catalog, with an expedited request and delivery service between all facilities.

Of the County's 30,552 K-12 students, 5,836 (19.1%) are enrolled in Shasta Union High School District schools. Although these students have access to materials and information at their high school libraries, these facilities are open only during the school day. The District's seven additional campuses, all continuation and alternative high schools, have no library facility. The school libraries that are in existence are not available to students during the evening or the weekend. Students often resort to using the community college library in Redding because neither their school libraries nor the public library can support their academic needs.

A new main library building in Redding will provide the momentum needed to reinvent the Shasta County Library system, an institution that has served this important population center at the northern end of the Central Valley for the past fifty years. The leadership of the City of Redding and Shasta County have committed themselves to work collaboratively to achieve this goal and are working with a broad spectrum of community representatives to make quality library service once again a reality.

II. Assessment Methodology

A. Executive Summary

Active planning for a new main library in Redding began in 1997, following a Shasta County Grand Jury report on the status of the County Library. A citizens' Library Review Committee published a report in late 1998 that called for a new main library as well as recommended a change in library governance structure and an increase in library financial support.

Following the Committee's report and a second Grand Jury report, a county-wide grassroots advocacy organization, New Library Now!, was formed. The City of Redding and the County of Shasta, working with New Library Now!, engaged the services of library planners Kathryn Page Associates and Critical Solutions, Inc., to conduct a community needs assessment, prepare a building program, and help prepare the coalition's application for State Library Construction Bond funds.

The community needs assessment was conducted during the late summer and fall of 2001. The consultants conducted focus groups, general community meetings, surveys and key community informant interviews. Demographic data was gathered and analyzed. Preliminary findings were presented to the project steering committee for review. Findings and recommendations were refined and shaped into the present needs assessment report.

The Shasta County Library steering committee and the County Superintendent of Schools office began work in 2001 to develop collaborative projects that would benefit students and their families. Two projects emerged - an online catalog shared between the County Library and area high schools, offers benefit to a broad audience, and a Family Literacy Center that targets both parents and children in central Redding, provides benefit to a portion of the service population with intense service needs.

The space needs recommendations of the needs assessment have been used by the consultants as the basis for the Library Plan of Service and Building Program. The architectural firm selected to develop the new library's conceptual design is using the Building Program as its guide to prepare the conceptual design.

B. Planning Effort

The current planning effort for a new library for Redding and Shasta County is the culmination of several years of intense work by community members and civic leaders. In 1997, the City of Redding and the County of Shasta jointly formed a

Library Review Committee, to respond to the findings of the Shasta County Grand Jury. The previous year, the Grand Jury completed an in-depth study of the County Library system and issued a report regarding the status of public library service in the county.

In December 1998, the Committee issued a wide-ranging report on the future of library service, including recommendations that related to library governance structure, service hours, increased funding for the library's operating budget and the construction of a new main library. Foremost among the Committee's recommendations was the call for a new library facility located in Redding that would serve as headquarters and main service resource for the County.

With the passage of the California Reading and Literacy Improvement and Public Library Construction and Renovation Bond Act of 2000 (commonly known as the Library Construction Bond Act), in March 2000, a county-wide citizens' advocacy group - New Library Now! - was formed to galvanize community support for a new main library and to join the City and County in pursuing the goals articulated by the Library Review Committee in 1998.

In February 2001, the Redding City Council and the Shasta County Board of Supervisors approved funding that would support advance planning activities required to apply for Library Construction Bond Funds and committed annual funding levels that would increase the annual library operating budget. New Library Now! committed to raising \$8,000,000 toward the local matching funds required by the Bond Program.

At the same time, the City of Redding identified city-owned land adjacent to the new Redding City Hall, which opened February 2000, as a potential site for the new library.

A project steering committee with City, County and community representatives was formed in February 2001, to follow through on the commitments made by both governmental jurisdictions as well as by New Library Now!

The committee included the following members:

Doug Latimer, Shasta County Administrative Officer
Elaine Kavanaugh, Shasta County Budget Officer
Carolyn Chambers, Shasta County Library Director
Michael Warren, Redding City Manager
Nathan Cherpeski, City of Redding Grants Coordinator
Kathleen Jordan, President, New Library Now!

Victoria (Missy) McArthur, New Library Now! and Shasta Library Foundation
Michael Ashby, Shasta Library Foundation
Arlene Herrick, New Library Now!
Janet Tyrrel, Shasta County, Consultant
Peggy O'Lea, Shasta Library Foundation

In June 2001, the City, the County and New Library Now! worked together to engage the services of a team of library planners and project management consultants to conduct a thorough community needs assessment and prepare a building program for the new library. Kathryn Page Associates and Critical Solutions, Inc., library planners, initiated a needs assessment process in July 2001. The present study is one product of that process.

During Summer and Fall 2001, the steering committee held discussions with key County Schools representatives regarding possibilities for joint-use projects between the Library and one or more school districts. Carolyn Chambers, County Library Director, Rich Christensen County Deputy Superintendent of Schools, and Ray Van Diest, Shasta Union High School District Librarian, took the lead in forming a subcommittee to actively pursue joint-use projects. The subcommittee's work resulted in the development of a formal agreement between the County Library and the Shasta Union High School District to provide a collaborative online catalog, shared circulation system, expedited vehicle delivery system to shuttle materials between all county libraries and all high schools in the district, and orientation and training of students, faculty and staff in the use and features of the system.

In December 2001 LPA, Inc., was hired to design the new library. LPA is a California-based architectural firm with several recently completed, highly regarded public library design projects to its credit.

C. Community Input Strategies

1. Focus Groups and Group Interviews

Kathryn Page facilitated six community focus group sessions in Redding during August and September 2001. The sessions included the following targeted clientele groups:

- Business leaders
- Educators
- Non-profit agencies
- Teens
- Parents of school age children

- Seniors

Approximately 40 individuals participated in the sessions over two three-day periods. Summaries of each discussion are included in *Appendix A*.

In addition, the consultant interviewed the members of a "newcomers book club" that included several Redding area residents recently arrived in the area (email interview), the members of the Burney Rotary and the Library staff at all three service outlets - Redding, Anderson and Burney.

2. Community Meetings

A pair of general community meetings was held in late September 2001. These were widely publicized in the Redding newspaper as well as through flyers announcing the events that were distributed at the County's three library outlets. Two sessions, were held at the Redding City Hall. Summaries of the input at each meeting are included in *Appendix C*.

3. Survey

A community survey regarding residents' perceptions of library service needs and priorities was published in the Redding newspaper in late August. The results, including comments, can be found in *Appendix D*.

4. Key Informant Interviews

As follow-up to the focus groups and community meetings, the consultant interviewed several key community informants during the Fall of 2001. These included:

- Erin Friedman, Redding area home school parent who coordinates an informal network of home schoolers.
- Dr. Raymond John, Principal of Bishop Quinn High School and St. Francis Middle School, both located in Palo Cedro, directly east of Redding.
- The Friends of the Library (email interview)
- Jim Cain, City of Shasta Lake City Manager
- Scott Morgan, Anderson City Manager
- Michael Warren, Redding City Manager
- Kent Manuel, City of Redding Senior Planner
- Doug Latimer, Shasta County Administrative Officer
- Craig Moen, Shasta County Facilities Manager

D. School Collaboration Planning

Key teachers and school administrators participated in a focus group conducted in August 2001, at which school and student service needs throughout Shasta County were discussed. A joint-use working group was appointed by the project steering committee in the Fall of 2001 to explore and develop a collaborative project between the County Library and the area schools. In late September, the Shasta County Superintendent of Schools contacted every school district in the County to identify potential partners in the project. By mid-November, the working group had identified a source of funding to provide seed money for the project. During December and January, the brainstormed list of potential projects was refined and prioritized, resulting in the selection of an initial project to pursue in a joint-use agreement. The collaborative agreement focused on a shared online catalog (shared server) and circulation system between the County Library and the Shasta Union High School District that would facilitate resource sharing and student access to both information needed for research projects and literature to encourage sustained independent reading.

In late 2002, an additional project was identified with the Redding School District, which includes Cypress Elementary School and Juniper Academy. These two schools have among the highest levels of family illiteracy in the City of Redding and are closest to the location of the proposed new library building. The Redding School District operates successful family literacy programs which support parent involvement in their children's education at the two school sites and at an off-campus location in the north part of Redding. The collaborative effort would create a Family Literacy Center at the new library. This would complement the existing programs by offering off-campus services to families in the southern end of the City.

The members of the working groups developing the joint-use projects included:

- Carolyn Chambers, County Librarian
- Nathan Cherpeski, City of Redding
- Rich Christensen, Deputy Superintendent of Schools (through June 2002)
- Betsy Emry, Assistant County Librarian
- Karen Keating Jahr, County Counsel
- Tom O'Mara, REMEDY Project Director, Redding School District
- Janet Tyrrel, Shasta County, Consultant
- Ray Van Diest, Shasta Union High School District Librarian

Additional school personnel involved in the overall planning were Charles Menoher, Shasta County Superintendent of Schools (through August 2002), Mike Stuart, Superintendent of the Shasta Union High School District, Renae Dreier,

Superintendent of the Redding School District, and John Kenny, Attorney, Legal Counsel for the Redding School District.

Formal operating agreements have been developed between the County of Shasta and the two school districts involved in the projects. The project concept was initially presented and approved by the Shasta Union High School Board in mid-March 2002. The Board approved the revised proposal and operating agreement on March 18, 2003. The Redding School District Board discussed the concept in February 2003 and approved the proposal and operating agreement on March 12, 2003. The County Board of Supervisors approved the cooperative agreements with the two school districts on March 18, 2003.

III. Community Analysis

A. Executive Summary

The Redding community, and the Shasta County community overall, are growing and, on some levels, are being transformed, in the process. From its birth in the mid-1800s as a transportation hub for the railroad and the Sacramento River, the city has been the Central Valley's northernmost population center. Redding and its surrounding metropolitan area have anchored the agriculture, forestry, medical services and transport industries of the region. Residents enjoy and take pride in their adjacency to spectacular natural landscapes and attractions. Outdoor life and recreation feature prominently in the community's life, and tourism has become a major industry in its own right.

The current population – 80,865 in Redding and 163,256 in the County overall – is expected to grow 40% by the year 2020. Redding anticipates a population of 113,500 for that year, and the County to reach 231,000.

Affordable home prices and a reasonable cost of living attract many families and individuals from elsewhere, including an unending influx of “urban refugees”, drawn to the area for reasons that range from economic to quality of life issues. Many older adults and retirees have settled in the area, to make up roughly one quarter of the population.

Children and teens represent 30% of the population, as well. Redding is served by 43 public and 16 private schools, with a student population of approximately 22,000. Shasta Community College and Simpson College, a 4-year private Christian College serve 12,681 students, and draw their student bodies from throughout the region and state. Illiteracy among adults in the County is estimated at 41%. In central

Redding, that percent increases to approximately 60%, with many low-income families that are living below the poverty level and K-8 students who are performing at low academic levels.

Several smaller communities lie within a few miles of Redding. Anderson with its 9,053 residents, is approximately ten miles to the south, along Interstate 5. City of Shasta Lake, is located directly north of Redding, with 9,327 residents. Altogether, 85% of the County's population resides within the county's Metropolitan Primary Trade Zone (see *Appendix K*). Economic development, coupled with attractive housing and other costs, is transforming Redding and its surroundings.

Community expectations have risen over the past several years as additional new residents have moved to Redding and the city has expanded. With growing frequency, community members express the desire for improved access to public services within the community. Residents are less accepting of the need to travel to Sacramento or the Bay Area to shop, get an education or attend cultural events.

B. Service Area and Map

The new Redding Main Library will serve the residents of Redding as their primary public library. It will also backup the services provided by the County Library's other existing facilities located in Anderson and Burney and offer a basic level of service to all County residents.

The prime service area of the new library will be the city of Redding, currently an area of approximately 60 square miles. Redding is located in southwestern Shasta County, straddling both the Sacramento River and Interstate 5, the main north-south transportation route through the region.

The new library's secondary service area will be Shasta County in its entirety (see *Appendix J*). Given the concentration of the county's population in and around Redding, as well as long term library facility plans for both the City and the County, Redding's population and geographic boundaries have been used as the basis for the space needs analysis of the new library. The project planners, however, have kept the new library's multiple service roles in the forefront of their planning throughout the needs assessment process.

Section IV of this study outlines the county's overall service needs and the roles the new main library will play to achieve them.

service area map

C. Government Agencies and Officials

Shasta County Board of Supervisors

As the jurisdiction that will submit the Library Construction Bond Program application, the County Board of Supervisors must approve every aspect of the project, including the proposed building program and conceptual design. As part of the application, the Board must commit to operate the new facility as a public library for a period of 40 years. The board has already committed to provide an additional \$250,000 annually to support increased Library operating costs. For the Bond Program application, the Board must ensure that revenues will be available to operate the facility. Finally, the Board approved the joint-use operating agreement between the County Library and the Shasta Union High School District.

Redding City Council

The City of Redding is Shasta County's partner in this project. As such, the City Council also must approve every aspect of the project. Although the County is the official Bond Program applicant, the City Council has also committed to provide \$250,000 annually over and above the enhanced funding it has provided during since 1989 to support increased open hours and services at the Redding Library.

Doug Latimer, County Administrative Officer

Mr. Latimer serves on the project steering committee and represents the interests of the County as the new library's plans take shape. He has supported the project throughout its duration and has worked with City staff to guide its progress through the multi-jurisdictional approval process. As the future building's "owner's representative", Mr. Latimer monitors the cost implications of the proposed facility, both for construction and for maintenance and operations once it is constructed, and guides the project toward cost-efficiency.

Elaine Kavanaugh, County Budget Officer

Ms. Kavanaugh serves on the project steering committee and represents the interests of the County. As the County's budget officer, she advises the project committee on the fiscal implications of planning decisions, assists with the development of the operating budget for the new library and works cooperatively with the City's project representatives to guide the project through the various required approval processes.

Carolyn Chambers, County Library Director

Ms. Chambers serves on the project steering committee and represents the interests of the County Library, its customers and staff. She acts as a

spokesperson for the functional and programmatic aspects of the facility's design, communicates between the planning team and the library staff, guides the collaborative planning process with the Shasta Union High School District and provides the planners with information on current use and resource levels.

Michael Warren, Redding City Manager

Mr. Warren has supported the project from its inception. He has worked with County representatives to devise creative approaches to problem-solving and to shepherd the project through its complex approval process.

Nathan Cherpeski, Management Assistant to the City Manager

Mr. Cherpeski serves on the project steering committee and manages the Bond Program application process. He represents the City's interests as the library is planned and is largely responsible for project communications.

D. School Agencies

Schools will be served at several levels by the new library:

1. The schools in the Shasta Union High School District - Enterprise High School, Foothill High School and Shasta High School and the four alternative schools that serve students in grades 9 through 12 - will participate in a collaborative service that is unprecedented in Shasta County history. The County Library and the District plan to create a shared online catalog and circulation system as well as establish an expedited van delivery service to shuttle requested materials between the county and high school libraries on a regular basis.
2. The students who attend Cypress Elementary School and at Juniper Academy, and their families, will be the primary clientele served by the Library's Family Literacy Center.
3. The 86 public and 19 private schools (with enrollment over 25) of both Redding and other communities in the County will be served by the new library in several ways. Schools will be able to schedule classes to visit the new library for tours and orientations to both in-person and online services. Teachers will be able to request print and AV materials to supplement class assignments. Quiet study rooms for private tutoring will be available. School librarians may participate in training with County staff. Research projects by entire classes are assisted and supervised by library staff and volunteers. Students will be able to meet their community service requirement for graduation by volunteering in the library. Home school parents and children will also make wide use of the library.

4. School districts located in remote areas of the County will be candidates for participation in Phase 2 of the shared online system and circulation project now underway between the County Library and the Shasta Union High School District. In Phase 2, online catalog workstations will be installed at participating school sites to provide student and general public access to the Library's online system. The van delivery network now being planned will be expanded to include these sites. The Phase 2 goal is to offer immediate electronic access to the Library's resources, and speedy delivery to the most remote areas of the county.

E. Community Organizations

Redding is a remarkably active community. A recent compilation of community organizations in the Redding Record Searchlight newspaper included 105 volunteer-based service organizations, 122 hobby groups and clubs and over 100 self-help and support group organizations. Groups represented range from the expected (e.g., American Association of University Women, Rotary International, Audubon Society and Shasta Historical Society) to the unique (e.g., the Northern California chapter of the Rocky Mountain Elk Foundation, the Medieval Society for Creative Anachronism and the Rivercity Jazz Society).

Meeting room space is difficult to find in Redding. The need for this type of space was a common theme mentioned numerous times during the community input process. The current library has a mid-sized meeting room which is closed to the public due to its lack of accessibility. The new library could offer generous meeting room space to community groups for both their regular membership meetings and as a venue for community programs and events.

The new library will also allow the Library to explore and form community partnerships with organizations to enhance and expand services through joint projects and cooperative agreements. Library staff has begun discussing further possible collaborations with public radio, early childhood care providers, Kool April Nights and other community organizations as they plan services for the new library.

F. Demographic Profile

1. Population – Current and Trends

The populations of Redding and Shasta County as a whole have shown dramatic growth over the past twenty years. Projected growth for the area is expected to continue at a remarkable rate. This trend has been going on for the past thirty

years. Redding's population in 1970 was 16,659. By 1980, it had grown to 41,995 and by 1990, it had reached 66,462 (a 58% increase over ten years). The 2000 Census identified 80,865 Redding residents – a 22% increase over ten years. In 2020, the city will grow to an anticipated 113,500 people, which translates into another 40% increase, or an average annual increase of 2% between 2000 and 2020.

Shasta County's population overall is expected to reach 231,000 by 2020, which will be an even larger increase (41%). During the 1990s, migration accounted for 70% of Shasta County's additional residents. In other words, most of the increase consisted of people who moved into the county from elsewhere. Community informants refer to these new arrivals as "urban refugees" and are proud of the fact that the area is perceived as an attractive place for relocation.

Table 1. Population, Shasta/Redding

Year	Redding	Shasta Co.
1980	41,995	115,715
1990	66,462	147,036
2000	80,865	163,256
2010	96,769 ¹	203,500 ²
2020	113,500 ¹	231,000 ²

Source: U.S Census Bureau 1980, 1990, 2000

¹City of Redding 2000-2020 General Plan

²California State Dept. of Finance, Interim County Population Projections

2. Age Breakdown and Trends

Redding and Shasta County have populations with prominent representation at both ends of the age scale. Children and youth (age 0 to 19) make up almost 30% of the total population (29.4% for Redding and 29% for Shasta County as a whole). This percentage is almost identical to California's youth population (at 30.1%) and just over the national average (at 28.6%).

The 55 years + population for both Redding and Shasta County is significantly larger than either the state or national averages. Redding's senior population is 24.4% of the total and Shasta County's is even higher, at 25.6% (compared to 18.4% for California and 21% for the United States overall). This trend underscores not only "urban flight" but more particularly, the relocation of older adults to the area.

Shasta County Redding Main Library
Community Needs Assessment

Table 2. Population by Age, 2000

Age Group	Redding	Shasta Co	California	U.S.
0 - 4	5,331	9,643	2,486,981	19,175,796
	6.6%	5.9%	7.3%	6.8%
5 - 9	5,865	11,591	2,725,880	20,549,505
	7.3%	7.1%	8.0%	7.3%
10 - 14	6,196	13,296	2,570,822	20,528,072
	7.7%	8.1%	7.6%	7.3%
15 - 19	6,296	12,856	2,450,888	20,219,890
	7.8%	7.9%	7.2%	7.2%
20 - 24	5,262	8,614	2,381,288	18,964,001
	6.5%	5.3%	7.0%	6.7%
25 - 34	9,575	16,842	5,229,062	39,891,724
	11.8%	10.3%	15.4%	14.2%
35 - 44	11,779	24,433	5,485,341	45,148,527
	14.6%	15.0%	16.2%	16%
45 - 54	10,805	24,056	4,331,635	37,677,952
	13.4%	14.7%	12.8%	13.4%
55 - 64	7,187	17,064	2,614,093	24,274,684
	8.9%	10.4%	7.7%	8.6%
65+	12,569	24,861	3,595,658	34,991,753
	15.5%	15.2%	10.7%	12.4%
	Median Age: 36.7 years	Median Age: 38.9 years	Median Age: 33.3 years	Median Age: 35.3 years

Source: U.S. Census Bureau 2000

3. Students, Schools and Academic Achievement

During the 2001/2002 academic year, 19,909 students were enrolled in the 43 public schools in Redding. Another 2,000 students attend private schools in the city, for a total K-12 population within the City of Redding of almost 22,000 students. An additional 10,440 students attended public schools in other areas of Shasta County.

In 2001/2002, 30,552 students are enrolled in Shasta County's 86 public schools (46 elementary schools, 7 middle/junior high schools and 8 high schools). Almost 22,000 of those students are enrolled in schools located in the City of Redding.

Shasta County Redding Main Library
Community Needs Assessment

Table 3. Students K-12, 2001-02

Redding School Districts*	
Public Schools (2001/02):	Enrollment
Columbia Elementary	941
Enterprise Elementary	3,932
Gateway Unified	3,897
Grant Elementary	534
Pacheco Union Elementary	806
Redding Elementary	3,963
Shasta Union High School	5,836
Public Schools Total:	19,909
Private Schools (1999/2000)**	1,996
Grand Total:	21,905

Source: *California Department of Education

** National Center for Education Statistics

Student performance in API testing has been uneven in Redding Elementary School District schools and Shasta Union High School District schools, the two districts with which the Library plans to partner in two collaborative projects. While two of the three high schools met their growth targets in 2002, only two of the seven elementary and middle schools met their targets and three elementary schools' scores dropped below the 2001 level. Raising these scores is one of the three top priorities for the Redding Elementary School District this coming year. See *Appendix M* for a summary of the performance of all schools in these districts between 2001 and 2002.

The students attending the schools in closest proximity to the proposed new library are demographically distinct from the County's overall school age population. Cypress Elementary School and Juniper Academy, whose students will be the focus of the library's joint-use Family Literacy Center, are overwhelmingly disadvantaged. Ninety-one percent of Juniper's students and 100% of Cypress' students qualify for free or reduced meals. 70% of the families with children in either school are living below the poverty level. Sixty percent of the crimes reported in Redding occur within these schools' attendance areas. Thirty-five percent of the parents of these children do not have a high school diploma. Sixty percent are considered functionally illiterate.

4. Educational Attainment and Literacy

A higher percentage of adults over the age of twenty-five who live in Redding and Shasta County have earned a high school diploma than in California as a whole but

less than the national average – 25.5% and 27.6% respectively, compared to 20.1% and 28.6%. On the other hand, fewer Redding and Shasta County residents have received a degree from a four-year post secondary institution than in California or the nation – 13.3% and 11.3% compared to 17.1% and 15.5%. Overall, 85.2% of Redding residents and 83.3% of Shasta County residents have graduated from high school or from a post-secondary academic institution, percentages that are higher than California's 76.8% or the nation's 80.4%.

One telling indicator of education level is the adult literacy rate. According to a 1993 literacy census performed by the National Institute for Literacy, 62% of Redding's and 59% of Shasta County's adult population could read, write and perform other basic literacy skills at a level that allows them to function successfully in society. This is defined as Level 3 Literacy. (See Appendix I for the adult literacy estimates for Redding and Shasta County, and the estimates' methodology.) The average literacy rate at this level for the State of California is 54%. This means that 38% of Redding's adults and 41% of Shasta County's adults function at a less than successful literacy level. Distinctive pockets of illiteracy exist. Among the families living in central Redding whose children attend Cypress Elementary School and Juniper Academy (the schools that are located in closest proximity to the proposed new library), 60% of parents are categorized as illiterate.

Table 4. Population by Educational Attainment for Persons 25+, 2000 New

Education	Redding	Shasta Co.	California	U.S.
Less than 9 th grade	2,241	4,482	2,446,324	13,755,477
	4.3%	4.2%	11.5%	7.5%
9 th to 12 th grade (no diploma)	5,453	13,470	2,496,419	21,960,148
	10.5%	12.6%	11.7%	12.1%
High school graduate/GED	13,269	29,658	4,288,452	52,168,981
	25.5%	27.6%	20.1%	28.6%
Some college, no degree	15,900	31,938	4,879,336	38,351,595
	30.5%	29.8%	22.9%	21%
Associate degree	5,115	9,916	1,518,403	11,512,833
	9.8%	9.2%	7.1%	6.3%
Bachelor's degree	6,926	12,118	3,640,157	28,137,792
	13.3%	11.3%	17.1%	15.5%
Graduate or professional degree	3,197	5,690	2,029,809	16,144,813
	6.1%	5.3%	9.5%	8.9%

Source: U.S. Census 2000

Shasta County Redding Main Library
Community Needs Assessment

Table 5. High School and College Graduates, 2000

	Redding	Shasta Co.	California	U.S.
% high school graduate or higher	85.2%	83.3%	76.8%	80.4%
% bachelor's degree or higher	19.4%	16.6%	26.6%	24.4%

Source: U.S. Census Bureau 2000

5. Ethnic Breakdown

Eighty-eight-and-seven-tenths percent of Redding residents and 89.3% of Shasta County residents are White. Hispanics are the next largest ethnic group – 5,393 in Redding (5.4% of the population) and 8,998 in the county as a whole (5.5%). Asian residents (of all races) make up 3% of the Redding population. Native Americans make up 2.8% of the County population. Other ethnic groups with less representation are shown below.

Table 6. Ethnicity, 2000

Ethnicity	Redding	Shasta Co.	California	U.S.
White	71,727	145,826	20,170,059	211,460,626
	88.7%	89.3%	59.5%	75.1%
Black or African American	851	1,225	2,263,882	34,658,190
	1.1%	0.8%	6.7%	12.3%
Am Indian & Alaska Native	1,802	4,528	333,346	2,475,956
	2.2%	2.8%	1.0%	0.9%
Asian (all groups)	2,386	3,048	3,697,513	10,242,998
	3.0%	1.9%	10.9%	3.6%
Native Hawaiian & Other Pacific Islander	94	178	116,961	398,835
	0.1%	0.1%	0.3%	0.1%
Some other race	1,324	2,790	5,682,241	15,359,073
	1.6%	1.7%	16.8%	5.5%
Two or more races	2,681	5,661	1,607,646	6,826,228
	3.3%	3.5%	4.7%	2.4%
Hispanic (all races)	5,393	8,998	10,966,556	35,305,818
	5.4%	5.5%	32.4%	12.5%

Source: U.S. Census Bureau 2000

6. Household Size

Redding households contain an average of 2.44 people per household. In Shasta County overall, an average 2.52 people live in each household. These figures are somewhat lower than the average for California overall, at 2.87 and for the national average of 2.59.

Slightly fewer than 32% of the family households include children under the age of 18, both in Redding and in the County overall. This percentage is just below the national average and significantly lower than the California average of 35.8%. The relatively high number of seniors in the population is the probable cause of the lower figure.

Slightly more than one-half – 56.7% - of occupied housing units in Redding are owner-occupied while nearly two-thirds – 66.1% - are owner-occupied for the County overall. These figures are equivalent to the percentage of owner-occupied houses in California (56.9%) and in the United States (66.2%).

Table 7. Households, 2000

	Redding	Shasta Co.	California	U.S.
Total # of hhs	32,103	63,426	11,502,870	105,480,101
	100%	100%	100%	100%
Total # of people in hhs	78,488	159,897	33,051,894	273,643,273
	97.1%	97.9%	97.6%	97.2%
Total # of family hhs	20,994	44,002	7,920,049	71,787,347
	65.4%	69.4%	68.9%	68.1%
Total # of family hhs w/children under 18	10,251	20,095	4,117,036	34,588,368
	31.9%	31.7%	35.8%	32.8%

Source: U.S. Census 2000

Table 8. Average Household Size in 2000

Year	Redding	Shasta Co.	California	U.S.
2000	2.44	2.52	2.87	2.59

Source: U.S. Census Bureau 2000

Table 9. Occupied Housing Units by Type of Occupant, 2000

	Redding	Shasta Co.	California	U.S.
Total occupied housing units	32,103	63,426	11,502,870	105,480,101
	100%	100%	100%	100%
Owner-occupied housing units	18,200	41,910	6,546,334	69,815,753
	56.7%	66.1%	56.9%	66.2%
Renter-occupied housing units	13,903	21,516	4,956,536	35,664,348
	43.3%	33.9%	43.1%	33.8%

Source: U.S. Census Bureau 2000

7. Income Levels

According to the U.S. Census, per capita income in Redding was \$18,207 in 1999 and \$17,738 in the County, compared to an average \$22,711 for California and \$21,587 for the nation. Median household income in the same year was in Redding was

\$34,194 and \$34,335 in the County, significantly lower than the figures for California or the United States.

Table 10. Per Capita Income: 1999

Year	Redding	Shasta Co.	California	U.S.
1999	\$18,207	\$17,738	\$22,711	\$21,587

Source: U.S. Census Bureau 2000

Table 11. Median Household Income, 1999

Year	Redding	Shasta Co.	California	U.S.
1999	\$34,194	\$34,335	\$47,493	\$41,994

Source: U.S. Census Bureau 2000

8. Unemployment and Occupations

Occupational trends among Redding and Shasta County residents, as reported in the 2000 U.S. Census, show that occupational patterns in the workforce are parallel for both Redding residents and for the County overall. Almost one-third (31.9% and 30.4%, respectively) of the workforce are in managerial or professional positions. One-fifth work in the service industry (20.4% and 19.6%). Construction and related lines of work and production and transportation each form roughly ten percent of the workforce. Interestingly, agriculture and forestry employ a very small percentage of the workforce – 0.3% and 0.9%, respectively.

The unemployment rates in both Redding and in Shasta County are rising – up to 7.2% in December 2002, from 6.7% in 2001. This reverses the trend of the past ten years. These rates remain higher than the rate for California as a whole, however, at 5.3%

Table 12. Population by Occupation, 2000

Occupation	Redding	Shasta Co.	California	U.S.
Management, professional, & related occupations	10,750	20,039	5,295,069	43,646,731
	31.9%	30.4%	36%	33.6%
Service occupations	6,869	12,893	2,173,874	19,276,947
	20.4%	19.6%	14.8%	14.9%
Sales & office occupations	9,798	17,766	3,939,383	34,621,390
	29.0%	27.0%	26.8%	26.7%
Farming, fishing & forestry occupations	111	579	196,695	951,810
	0.3%	0.9%	1.3%	0.7%
Construction, extraction & maintenance occupations	2,672	6,450	1,239,160	12,256,138
	7.9%	9.8%	8.4%	9.4%
Production, transportation, & material moving occupations	3,547	8,101	1,874,747	18,968,496
	10.5%	12.3%	12.7%	14.6%

Source: U.S. Census Bureau 2000

Table 13. Unemployment Rate (not seasonally adjusted)

Year	Redding	Shasta Co.	California	U.S.
1990	8.6%	8.7%	5.8%	5.6%
2000	6.9%	6.9%	4.9%	4.0%
2001	6.7%	6.7%	5.3%	4.8%
December 2002	7.2%*	7.2%*	6.3%	n/a

Source: California Employment Development Department (not seasonally adjusted)

*preliminary

9. Property Values and Housing Affordability

In 1990, median property values for both Redding and Shasta County were considerably lower than the median for California as a whole – approximately \$90,000 to \$95,000 compared to \$195,000. By 2000, the U.S. Census reported that the median home price in Redding was \$121,600 and for Shasta County overall was \$120,800, while for California homes, the median had grown to \$211,500. Housing prices in Shasta County are still attractive compared to other areas of the state.

Recent data on housing affordability published by the North State Institute for Sustainable Communities indicates that housing in Shasta County is more affordable for people in all income brackets than it is for California as a whole. In Shasta and Tehama Counties, 44% of households, compared to 36% for California, pay less than

20% of their income in housing. Only 24% of Shasta and Tehama households pay more than 35%, compared to 29% of California households overall.

Table 14. Median Property Value: 1990, 2000 (Owner-occupied Housing Units)

	Redding	Shasta Co.	California	U.S.
1990	\$95,300	\$91,300	195,500	\$79,100
2000	\$121,600	\$120,800	\$211,500	\$119,600

Source: U.S. Census 1990, 2000

10. Poverty Rate

The 2000 U.S. Census figures show that both individuals and families living in poverty in Redding and in Shasta County exceeded both the state or national average – 15.6% of Redding residents (11.3% of families) and 15.4% of County residents (11.3% of families).

Recent data collected by the North State Institute for Sustainable Communities indicates a disturbing trend in the increasing numbers of children who are living in poverty. From 1989 to 1997, Shasta County experienced a 17.5% increase (from 24% to 28.2%). During the same period, California's rate grew 15.5% (from 21.3% to 24.6%). The overall poverty rate for Shasta County increased by 33% during this time period.

Table 15. Population Percent below Poverty Level, 1999

	Redding	Shasta Co.	California	U.S.
Individuals	15.6%	15.4%	14.2%	12.4%
Families	11.3%	11.3%	10.6%	9.2%

Source: U.S. Census Bureau 2000

11. Commute/Travel Patterns

Redding and Shasta County residents benefit from significantly less congested traffic conditions than those experienced by most Californians. Traffic levels on average are far below the state's overall average. In 1999, an estimated 700 vehicle miles were traveled per 1,000 miles of roadway, compared to 1,800 vehicle miles per 1,000 miles of roadway for California.

Although traffic levels are increasing slightly faster in the County than in California as a whole (15.9% more traffic in 1999 than in 1990, compared to 14.4% for the state), average commute times are 30% shorter in Shasta County than in California overall.

Drivers in the city of Redding do experience traffic congestion at certain locations especially during the morning and evening commute. The City has adopted a strong transportation element as part of its General Plan, which addresses the expansion of transportation routes needed to handle current and anticipated traffic flows throughout the city.

G. Community Characteristics Analysis and Discussion

The City of Redding and Shasta County are attracting more residents each year, and are expected to continue to do so. Housing prices, economic vitality and quality of life are all magnets that continue to draw both young families and older adults from other parts of California as well as from out of state. Growth rates over the past thirty years have been remarkable. The Redding population has more than quadrupled since 1970, growing from approximately 16,500 to 80,800 by the year 2000. Another 33,000 people are expected to move to Redding by 2020, for a total city population of 113,500. The county population is growing at the same rate, with an anticipated 2020 population of 231,000. Population growth is expected to increase by 40% by 2020, both in Redding and in Shasta County.

Seniors are a significant portion of the population. People aged 55 and older make up one fourth (25.6% in the County) of the total population. Families with school-age children are also a major component of the Redding community as well as the county population generally. Approximately 29% of the total County population is 19 years of age or younger.

Redding is attractive to families with children, as well. During the 2001/02 school year, close to 22,000 students in grades K through 12 were enrolled in Redding schools, both public and private and county-wide there are 30,552 students attending public schools.

Most residents are White, although over 5% of the population reported that they were Hispanic in the 2000 U.S. Census.

The highest percentage of adults are high school graduates, or high school graduates with some college coursework (57.4% in the County). Another 25.8% have a degree from a post secondary academic institution, although the percentage of individuals with Bachelor of Arts or post-graduate degrees is lower than either the state or national average.

Personal income is lower than the state overall, both for per capita and median household income. Housing prices and the cost of living are also lower than in other geographic areas.

The families that live in the neighborhoods closest to the proposed new library are among the most disadvantaged in the County. These families are served by two schools in the Redding Elementary School District, Cypress Elementary School (grades K-5) and Juniper Academy (grades K-8), with a combined enrollment in 2001/02 of 725 students. Seventy percent of these families live in poverty, many of them residing in local motels. An estimated 30% of these families were categorized as homeless in 2002 when the District researched the population demographics. All Cypress students and over 90% of Juniper students qualify for free or reduced meals. Over half of the crimes reported in the City of Redding occur within these schools' attendance areas. Thirty-five percent of the parents in these families do not have a high school diploma and 60% are illiterate.

Cypress and Juniper students' academic performance is low. Only 13% to 22% of Cypress students and 10% to 33% of Juniper students rated "proficient" in English/Language Arts in 2002 in the California Standards testing. For math, 9% to 26% of Cypress students were "proficient"; 11% to 37% of Juniper students were able to achieve proficiency. Both schools' performance in the Academic Performance Index testing parallels these scores - Juniper's 2002 score was lower than 2001, dropping from 634 to 624. Cypress went from 615 in 2001 to 628 in 2002.

District educators have identified poor family support for children's education as a major factor in students' low scores and have taken several major steps to address this problem. A Family Literacy Center has been established at both campuses, each reaching 100 families. Parents have asked for access to this program at locations away from the schools and offered at times later in the evening. The proposed library would be an ideal venue for the extension of this program.

The community is experiencing growing pains. Long-time residents and new arrivals do not always see eye to eye on community issues. Newer residents, especially those from urban areas, have expectations related to public service levels that can challenge locally accepted norms. Community members sometimes express negative perceptions about the amount of congestion and overcrowding, though traffic levels are much lower than in urban areas. In short, growth is challenging community values and priorities.

Development of the community infrastructure, within Redding and in the County, is occurring. Several miles of bicycle and recreation trails have been developed along the Sacramento River as it flows through Redding. The Turtle Bay Discovery Museum is a regional draw for families and tourists. The Redding Aquatic Center is being built to replace the community's 50 year old swimming pool. A new County

administrative building is the design phase. A new California Veterans' Home and a U.S. Veterans' cemetery have been funded and will be located in Shasta County. In this environment, the Redding community climate has been optimistic and enthusiastic. The grassroots groundswell of New Library Now!, the advocacy group for the new main library, is a prime example of the strong community-wide support that characterizes Redding.

IV. Library Service Needs

A. Executive Summary

Redding and Shasta County residents need access to the full range of public library services offered at a facility that can accommodate an appropriately sized collection, offer ample seating and programming space and provide an appropriate level of computer technology. This community includes many families with young children, almost 21,000 students in kindergarten through twelfth grade. The community is also home to close to 20,000 adults ages 55 and older. Services must address the entire spectrum of the community, from families with young children to teenagers to seniors.

Service hours have been restored within the past two years, from 33 to 61 per week. A computer lab and public access computers have been installed. Visitor counts are increasing due to both improvements. Current service levels for collections are still low, however, at 1.62 volumes per capita and a 3,000 item AV collection that represents only 2% of the collection total.

Needed services include collections of books, magazines and audiovisual media of sufficient quantity, with a wide variety of up-to-date, well-selected titles and multiple copies of certain types of materials. The collection must respond to the community's interests and needs, including materials in audio and video formats as well as in print form. The collections need to be housed and displayed comfortably, on appropriate shelving that includes generous browsing capability.

Seating is also needed to support community needs. Ample general seating for students and for individuals who simply wish to read or do research at the library is a first priority. Additionally, there is a need for separate seating for small groups that need to work together, quiet study space, and comfortable seating for parents and young children to read and look at books together. Suitable seating space for literacy tutoring and home schooling is needed - space that is accessible but that offers some enclosure and privacy.

The "digital divide" that disenfranchises people of all ages without personal access to computers and the Internet is clearly evident in Shasta County. Many individuals depend on the public library as their sole access point for digital information. Since the Library's computer lab was opened, it has become a major attraction for new Library visitors, and can meet only a fraction of the current demand. The Library needs to increase its level of computer access with greater numbers of computer

workstations, numerous opportunities for laptop plug-in access throughout the public space and a more highly developed computer training program.

A literacy tutoring program that improves literacy skills for families with school age children is needed, particularly to serve central Redding families. Seventy percent of families with children who attend elementary and middle schools in central Redding are living below the poverty level. Thirty-five percent of the parents in these families do not have high school diplomas and 60% have been categorized as functionally illiterate. School performance scores in this area of the city are significantly lower than elsewhere in the service area. Educators have determined that a family literacy program that embraces both adults and children in the affected families can improve school performance. An easily accessible and neutral site for family literacy services is needed in central Redding.

The Redding Library's value as a community asset has been severely reduced over the past twenty years, in the wake of decreased funding, an aging book collection and diminished service hours. The Library needs to augment its collections, improve and make more varied its physical spaces and expand its programming to play an appropriate role in the life of the community.

B. Overview of Library Service in Shasta County

The Redding Library is located at 1855 Shasta Street, on the intersection of Shasta and West Streets, on the northwest edge of downtown Redding. The library is the main library for the Shasta County Library system. Currently, the County Library operates three service outlets – the main library in Redding and two branch libraries, one in the City of Anderson and one in Burney.

Redding's first public library was opened in 1858 when the Shasta Library Association was founded. In 1903, the City received funds from Andrew Carnegie to construct a library. This facility served the community until 1962, when the current facility was constructed. The current facility at 1855 Shasta Street was approximately 13,000 square feet in size when it opened. An expansion that was completed in 1975 doubled the size of the building, to its current 26,083 square feet.

Redding's library operated as a City library facility until 1949. In that year, the County Board of Supervisors established the Shasta County Library System and the Redding Library became its headquarters and main library. By 1952, the system had a central library as well as 23 branch libraries and stations throughout the County.

Over the next thirty years, service outlets were consolidated. By 1982, the system consisted of ten libraries and stations, including the Redding facility.

During the 1980s and early 1990s, the County Library underwent a sustained period of decreased funding. A downward spiral of declining services resulted. Branches and stations were closed, staffing levels decreased, and materials budgets were reduced. During 1987/88, funding reached such low levels that the library system was forced to close for a period of months. The Redding and Anderson libraries reopened in January 1989 and the Burney library reopened in March of the same year. All three facilities could offer only limited service hours and services, however, and budget levels continued to erode through the early 1990s as the State budget shifted funding away from local jurisdictions.

Since the early 1990s, civic leaders at both City and County levels as well as the community at large have worked to restore quality library service. Major studies by leading library consultants (Barbara Campbell in 1993 and D. M. Griffiths & Associates in 1997), Shasta County Grand Jury Reports in 1996/97 and 2000, and the Library Review Committee report in 1998 are all tangible results of an intense, ongoing effort to grapple with this issue.

Some measures of success have been achieved:

- Additional funding for staff and more service hours have been made available through a five-year agreement between the cities of Anderson and Redding, the County and the Friends of the Library in each of the three cities in which libraries are located.
- In January 2000, the Redding Library increased service hours from 33 to 61 hours per week.
- In December 1999, the Anderson Library increased service hours from 20 to 40 hours per week.
- In January 2000, the Burney Library increased service hours from 20 to 30 per week.
- Staffing was increased to include a full-time children's librarian in Redding as well as an assistant library director.
- Received a grant to establish a "family place" library program for young children and their parents.
- Designated a partner in the California Center for the Book

Shasta County Redding Main Library
Community Needs Assessment

- Public computers were received from the Gates Foundation and placed in all three libraries. A computer lab was established at the Redding Library.
- Several improvements to the library facilities have been made since 1997: new carpets and interior and exterior painting at Anderson and Redding, handicapped accessibility for the women's restroom in Redding, conversion to an online catalog, and Internet access at all three libraries.

The improvements have increased use of the libraries. Circulation at the Redding Library increased 14% over the previous year and has exceeded the circulation levels of a decade ago.

Table 16. Circulation of Books and Audiovisual Materials, 1999-2001

Year	Redding	Shasta County
1990/91	216,157	273,754
1991/92	252,087	312,756
1992/93	191,651	244,778
1993/94	192,938	245,495
1994/95	191,341	246,156
1995/96	194,629	246,350
1996/97	196,201	246,350
1997/98	233,049	286,049
1998/99	218,981	264,052
1999/00	205,648	252,758
2000/01	226,371	280,815

Source: Shasta County Library

The number of visitors is increasing at a higher rate, with 69% more visitors during 2002 than 1999. The library saw a 13% increase in fiscal year 2002. This trend appears to be continuing during the current fiscal year.

Table 17. Visitors at Shasta County Libraries, 1999-2002

Year	Number of Visitors
1999	163,807
2000	210,240
2001	244,648
2002	277,022

Source: Shasta County Library

Much of the increase in use is attributable to, first, the additional open hours and , second, to the installation of public computers and Internet access. The Redding Library offers 28 public access computer workstations, eighteen in the reference area and ten in the computer lab. Over a typical six-week period, 196 people on

average use the lab computers and another 280 people use the reference area workstations. A total of 477 people per week are using the Redding Library's computers.

The computer lab is staffed by volunteers who schedule individuals to use a workstation and conduct computer training. During a typical month, 24 hours of training were conducted and the lab was open for individual computer use another 199 hours. Since the volunteers cannot be scheduled every hour the library is open, the lab is sometimes closed during library service hours. During a typical month, the lab is open 80% of the time that the library is open.

Resource levels available at the Redding Library remain below recommended levels. Shasta County Library offers a total collection of 189,983 books and AV materials, of which 130,803 volumes are held at Redding. This represents a county-wide service level of 1.16 volumes per capita, less than half the generally recognized planning target for library collections of 2.5 volumes per capita. For Redding, the main library collection provides 1.62 volumes per capita, still significantly lower than the recommended target.

There are approximately 3,125 audiovisual items currently available at Redding. While this represents rapid growth (there were only 1,637 items less than one year ago), it is only 2% of the total collection and seriously below current community need.

There are 94 reader seats at the Redding Library, or 1.2 seats per 1,000 people served. The Library offers no group study seating, quiet study areas or any seating for tutoring or other special purposes.

The current staffing for the Redding Library is 20.6 full-time equivalent staff members, as shown below.

Table 18. Current Staffing

FTE	Position
1.0	Library Director
1.0	Assistant Director/Adult Services Supervisor
5.0	Librarians (including Circulation Supervisor)
1.0	Executive Office Assistant
0.5	Volunteer Coordinator
1.0	IT Network Coordinator
10.25	Library Clerks
0.85	Library Pages

While progress has been made in recent years with the addition of a children's librarian, a reference librarian, and three library clerks, current staffing must be

supplemented by volunteer assistance to cover important services such as the computer lab and shelving of books.

C. Overall Service Needs

Redding's most pressing overall library service need is the creation of a library that matches community needs. The current library has become marginal, if not irrelevant, to the intellectual and cultural life of the community. Twenty years of severely reduced operating funds have robbed the library of its vitality and usefulness to many community members. The community is in danger of losing a frame of reference for the role a library can play in its life. Community members across the board cited the new Barnes & Noble bookstore in northeast Redding as their preferred destination for book browsing and comfortable reading away from home and as their recommended model for what the public library could be.

Recent efforts to supplement funding have improved open hours at all three County Library facilities. Gates Foundation technology donations and increased local governmental support have significantly improved public computer access. The Redding Library, however, remains at the periphery of community life. A larger facility is required that can accommodate collections and shelving, reader seating, computers and other equipment, programming and meeting room space and other important service features.

The community needs a library that will not only offer a wide variety of materials – books, magazines, audio and video and electronic – but also a public space that can serve as the community's heart. A civic space is needed that is free to all, a facility that is open and accessible, with areas amenable to differing uses and generous, varied seating. This community needs a civic focal point that provides a forum for sharing information between individuals and for the community as a whole

D. Services to Young Children and Their Families

Over 11,000 children age 9 or younger live in Redding. They and their parents and caregivers will be a major clientele group for the library. Their library service needs require access to a well-selected and well-maintained collection of picture books and early reading materials that will introduce them to the world of literature.

Programming is a central service need for this age group. Storytelling, crafts programs, puppeteers and other performers are examples of programming geared to give children a positive library experience and to awaken their imaginations.

Appropriate programming space in which to conduct these events is an essential service to this age group.

The Library's new "Families First" program, which targets improved literacy in families with children age 0 to 5, must have the support of both appropriate collections and programming to be successful.

Fiction and nonfiction collections of age- and reading-level appropriate books are needed for older children as well. Over 6,000 children ages 10 to 14 live in Redding. Their elementary school libraries are generally not open after school or on the weekend. A wide selection of books for both pleasure reading and for school assignments is an essential need for this age group.

A cluster of computers for children's use is needed with access to not only the Library's online catalog and the Internet but also with educational software and other software applications.

Many Redding families home school their children. The Redding Home School Network members report that they currently do use the Redding Library. Their needs include a more varied and up-to-date collection of children's books, videos and books on tape. Additionally, audio and video playback capability at the library would allow parents to work with one or more children while another is constructively occupying his or her time. Small group study rooms would be used extensively by home school parents to instruct and guide their children in their studies while at the library, without disturbing others.

E. Family Literacy Needs

The residents of the neighborhoods that are immediately adjacent to the proposed new library site are among the most economically disadvantaged in the County. Families living in this area are overwhelmingly low-income. Seventy percent live below the poverty level. Almost every K-8 student in the area qualifies for free or reduced meals at school. Often, families live in residential motels. Some 30% of these families were categorized as "homeless" during a survey conducted last year. Poor academic performance among the students at the schools in this neighborhood is a major concern to the Redding Elementary School District. In 2001, the District established family literacy centers at the campuses of Cypress Elementary School and Juniper Academy. These have attracted over 100 families at each site.

The School District conducted a parent survey in 2002 to assess the initial program's effectiveness. They learned that many parents cannot participate in the family literacy program directly after school. Still others expressed discomfort

over the existing center's location on a school campus and asked that a center be placed in a more neutral location in the community. The proposed new library offers an ideal venue for an expansion of this successful, existing service.

The service at the library would offer participants, both parents and children, literacy tutoring for a set period of weeks. Parents would improve their reading and math skills, learn how to assist and support their children in their homework assignments and learn how to read together with their children.

F. Services to Students and Schools

Almost 21,000 students from elementary through high school grades are enrolled in Redding schools. The needs of younger children have been described above. Middle school and high school students need access to circulating books appropriate to their reading levels in the teen and the adult book collections, in sufficient quantity to meet demand. Students and educators have reported that older students routinely travel to the Shasta College Library to make use of its resources, since the public library cannot meet their needs either in terms of reference materials or in the circulating collection of either fiction or nonfiction.

The Shasta Union High School District's vision for its students encompasses nine principles, stated below. The first principle - to read with understanding and appreciation - ties directly to the public library and to the goal of the joint use project that the Library and the District have established. The shared online catalog is a basic step toward making literature available to the community's youth.

- Read with understanding and appreciation
- Write in a way that clearly communicates their thoughts
- Compute and solve mathematical problems
- Understand the biological and physical worlds
- Interpret historical events and understand political processes
- Understand and appreciate the fine and practical arts
- Participate in physical development, health and wellness activities
- Find, evaluate and use information
- Utilize current technology to function as computer literate citizens in the global community

SOURCE: Shasta Union High School District, 5/25/00

The Library's reference collection, both print and online, needs to include sources that back the local schools' curriculum. There needs to be sufficient computer workstations available to allow convenient access by students to the online reference resources they need. In addition, computers are needed that can be used for training and instruction. Many students need "information literacy" training, to develop their ability to distinguish between valid and biased information resources that are available online. A computer training center within the Library is needed to allow this training to take place.

Audio and video collections need to include materials that support students' academic work, as well. Filmed or audio versions of books that are being studied as well as films that tie in to student research projects are needed. Students with learning differences use books on tape as a major form of assistance to support their reading skills. The public library can and should supply these materials.

Acoustically separate space for group study is a critical need for students. Several study rooms are needed to meet the anticipated demand. In addition, laptop-ready study tables throughout the library are needed as more and more students use this equipment for their academic work.

Services at the community's school libraries are very limited. A county-wide needs survey was conducted by the Shasta County Office of Education to elicit school library service needs. The responses included the need for 1) evening hours for study and research, 2) study areas for tutoring, 3) computer access, 4) school library staff training, 5) online reference service, 6) access to full text databases, 7) and cooperative book ordering .

Three of the seven schools within the high school district operate a school library. The schools' most pressing library service needs are updated collections and expanded service hours. The high school libraries have collections of between 9,000 and 19,000 volumes each. A recent report to the State Department of Education revealed that the average publication date of the three collections ranged from 1984 to 1987. None of the school libraries is open later than 3:30 p.m. during the week, nor is any school library open on the weekend.

Most middle schools in the community operate libraries, however, they generally do not have credentialed librarian. Unmet service needs identified in a County-wide survey, include access to full text databases, online reference service, staff training, and cooperative book ordering for larger discounts.

G. Services to Teens

In general, Redding teenagers who participated in the needs assessment reported that the current library does not offer services or materials that seem relevant to their lives. Therefore, they use the facility only when they need to. The new library needs to provide resources for teens to accomplish their school work. Space is also needed that teens can call their own – a space in which to “hang out” and be with their friends, a space in which they can find enjoyable reading and listening materials to flip through while they visit or to check out.

Service to this age group includes not only the provision of materials and equipment; it also must include the message that “you are welcome here”. A space needs to be created that clearly transmits this message, with lounge seating and socializing space as well as computers for checking email, searching the Internet or even playing games.

Programming targeted toward this age group is needed – a teen reading club, poetry writing and reading, technology-related programs – all were mentioned by focus group participants. The library can serve as a center of activity for this age group.

H. Services to Adults/Seniors

Redding's adult population needs access to a critical mass of print material that not only equals the attractiveness of the browsing selection at a well-appointed bookstore but also transcends that selection with a well-maintained selection of classic publications and retrospective titles. Adults also need access to audio and video collections that go beyond the variety found at local video rental stores.

Redding's population has a growing number of avid readers who report that they regularly visit the local Barnes & Noble to satisfy their reading needs and routinely purchase new books from online booksellers. Many adults have ceased looking at the library for reading material due to the small selection.

Older adults, age 55 or more, make up 24.4% of Redding's population. This age group includes many retired people as well as many working individuals who are less active. Reading books, magazines and newspapers is a major form of enjoyment for this age group, many of whom have a voracious appetite for a wide range of reading material. The Library's collections must encompass the needs of this population, not only in the regular circulating collection but also in large print. Books on tape and compact discs, videos and DVDs will also be in tremendous demand.

Adults also have a need for computer access. For many individuals, home access is limited because they share one computer among all family members, or home transmission speed is slow. There are many homes that do not have a computer as well. Training in computer literacy is important for adults, including older adults, for whom this skill was not taught in school. The Library's experience over the past 18-months, with the opening of the computer lab in Redding, indicates the magnitude of community need for computer access and training.

Adults need space within the library to sit and read or to study. The space should have some distance from noisier, high-traffic areas, to allow quiet concentration and contemplative reading to take place. As identified in the community meetings, an expanded genealogy collection is essential.

Literacy tutoring and other activities between two or more people require small group study space that is sheltered from the general open reading areas of the library.

V. Service Limitations of the Existing Library

A. Executive Summary

Shelving is at capacity. Collections cannot be developed to the size and variety required to meet community interests and needs. New formats cannot be added due to space restrictions. Some shelving is located in non-accessible mezzanine areas with too narrow stack aisles. There is little opportunity for attractive display and merchandising of new and popular materials.

Seating is in two central areas, not distributed through the space, with no quiet study or group study seating.

There is insufficient space to house the number of public access computers needed. The computer lab is too small for the demand, with an unreliable service schedule due to the need to depend on volunteer staffing. Electrical power and data/telecom cabling are not distributed to support effective placement and installation of equipment. Staff must constantly work around the awkward locations of telephone and computer equipment.

Children's services space is severely undersized for the service population.

Programming for children must take place in the main public space, causing noise disruption in the adult services areas. The main meeting room is not ADA compliant and is closed to the public.

The public entrance and exit are divided. The entrance comes into the building directly from the sidewalk, with no entry vestibule. Inclement weather intrudes directly into the public space and circulation desk area.

The circulation desk and check-in/sorting operation are too small for the work that is expected to take place in the area. Full book trucks are routinely parked either in the way of circulation staff or in the public exit path out of the building.

Staff workspaces and offices are located on upper and lower levels that are accessible by stairs. A cumbersome dumbwaiter is used continually to move book trucks and other heavy loads between public and staff spaces. Supervisory staff, other than the Director, have no private space in which to hold confidential conversations with staff or the public. Staff workspaces are fragmented among several areas, impacting productivity and morale. Shipping and delivery sorting space is grossly undersized. Volunteer workspace is insufficient. Friends of the Library book sorting space is also insufficient.

B. Service Limitations

- Shelving for the collections is at capacity. Several needed collections (e.g., audio and video materials, books for teens, picture books) cannot be developed as needed due to shelving and space constraints.
- Collection development has been minimal for several years due to limited materials budgets. The collection is too small to meet current public demand. An infusion of current and new material is needed to attract and maintain reader interest. A recent judicious weeding program has winnowed out many worn and outdated volumes. New material is needed to replace the withdrawn titles.
- Some aisles between stack ranges, particularly on the south stack mezzanine, are narrower than allowed by ADA. Patrons complain that browsing the collections is difficult. Staff comment that shelving is difficult, no matter whether the public is present in the stacks or when the library is closed.
- There is no acoustically separate space for children and families. Any noise generated by children reaches the adult services areas. Children's programming must be conducted within the main public space.

- Some parts of the children's book collection are housed on shelving that is too high for young children to effectively use.
- The children's services area is undersized for the population served.
- The children's area cannot be effectively monitored from either the circulation or reference desks. Staff is working on a plan to install a service desk in the children's area, although it can be staffed only sporadically.
- The recent addition of the computer lab has further reduced the children's services area size.
- Even with the addition of the computer lab, the public need overwhelms the number of workstations available. Additional computers for the public area are needed. The Library had the opportunity to receive twice the number that were installed from the Gates Foundation (a total of 20 workstations) last year,. Space limits, however, forced the Library to turn down 10 additional computers from the State InfoPeople program.
- The computer lab is staffed primarily with volunteers. While the volunteers are enthusiastic and service-oriented, they cannot always cover their scheduled hours. This forces the Library to close the lab on an ad hoc basis and results in patron complaints and a perception of the service as unstable and unreliable.
- The computer lab workstations are shoehorned into the space available, making the space uncomfortable and densely packed. There is insufficient work space at each computer and little privacy.
- The computers in the open access public area are managed by the librarians at the reference desk. A sign-up procedure is required that is staff-intensive. Time-out management software that would allow visitors to use their library cards to access a computer is being procured. This will relieve the situation and allow library staff to redirect energy to more productive activity.
- The circulation desk is located within a "landlocked" horseshoe-shaped space between the public entrance and exit, located at two separate doors facing West Street. Workspace within the "horseshoe" is disruptive to public service and space-consuming. The check-in and sorting operation spills out from the desk. Full book trucks must be parked along the outer edge of the desk, in the public exit path from the building.

- The divided public entrance, with no entry vestibule, allows wind and rain to enter the building during periods of bad weather. It can also confuse visitors, who often try to leave the building through the entrance.
- The dumbwaiter is in constant use, serving the three levels of the building to transport full book trucks to shelving areas and bring new materials from staff to public spaces. This device requires strenuous physical force to use, is loud and disruptive and impedes the movement of materials through the building. Books to be shelved on the mezzanine must be moved through the staff work area through four sets of doors to reach the shelves
- Public seating is concentrated in two central areas rather than distributed within the public spaces, giving a “study hall” effect to the reader seating. There are no quiet study areas in the public space, other than one 1-place carrel located on the south stack mezzanine.
- There are no acoustically enclosed spaces in which small groups can work together. The main meeting room is not ADA compliant and is closed to the public.
- There are no reader seats at which laptop computers can be plugged in. The only seating at which visitors can use their laptops is at the typewriter stations in the adult services area, and this can be accomplished only by pushing aside one of the public typewriters.
- There is no space for an identifiable “teens area”, to encourage teenagers to use the facility and provide them with a “place of their own”. Currently, there is room only to shelve a small collection of hardbacks and paperbacks for this age group.
- There is only one private office available to staff, the Director’s office. Other supervising staff (circulating supervisor, head of reference) have no acoustically separate space in which to conduct personnel conferences or hold other confidential conversations.
- The Library actively recruits and utilizes volunteers to support many of its services. Workspace for volunteers, however, is insufficient and amenities to make volunteerism more attractive, such as lockers, a place to hang up coats and belongings and comfortable working conditions, are not possible to offer in the existing building.

- The Friends of the Library operate a book donation sorting and sale that nets the library a considerable amount of revenue. The sorting area is a cramped and remote space on the lower level, however, that requires more physical labor than necessary, in a somewhat oppressive environment.

VI. Physical Limitations of the Existing Library

A. Executive Summary

The current library is a 26,083 square foot concrete block building, on two levels and a mezzanine. The building was built and opened in 1962. An expansion was completed in 1975 to bring it to its current size. The building is structurally sound. Over the past four years, refurbishing and repair work have upgraded the physical plant of the library. The roof has been replaced, the HVAC received a new automated control system, fluorescent lighting has been retrofitted with electronic ballasts, new carpeting has been installed, interior walls were repainted and various repairs to the building exterior façade have been performed.

The building size is less than half of the square footage needed to serve the community. The facility is sited on the corner of an intersection with only one expansion option that would eliminate most parking on the site. The space layout created by the 1975 addition is complicated and awkward, with little functional relationship between staff and public areas.

Many areas of the facility, however, remain inaccessible to disabled individuals, and the measures required to bring the building into ADA compliance would eliminate a large percentage of the building's functional space. The parking lot has inadequate space and is located at the top of a steep grade above the library. It is in poor condition with some areas no better than unpaved gravel. The surface is uneven and difficult to navigate for pedestrians with limited mobility.

B. Structural

The building is a structurally sound concrete block facility.

C. Energy Conservation

The heating ventilating and air conditioning system is in good condition. An automated control system was installed two years ago. Fluorescent lighting has been retrofitted from magnetic to electronic ballasts. Heat gain in the building

continues to be a problem during summer months. Windows are single pane glazing and insulation is not installed between the roof and the suspended ceilings.

D. Health and Safety

A fire exit route from the public space through the lower level staff work area must be maintained, with the door into the staff space left unlocked. This isolated work area cannot be made effectively secure for staff working alone at their desks.

The lower level staff work area has an exposed asbestos ceiling. The book stacks do not meet earthquake proof standards.

Lighting is controlled by switchbreakers in the lower level. These devices are located awkwardly so that 1) the person who turns off the lights must walk through the space after the lights are turned off and 2) someone can turn off the lights without realizing that another person is still working in the area.

The parking lot surface is rough and uneven, a potential tripping hazard for pedestrians.

E. Restrooms

The women's restroom has two stalls only one of which is ADA accessible. The men's restroom has one stall and a urinal. The men's restroom is not ADA accessible. The men's restroom lacks privacy as the interior is visible when the door is opened.

F. Disabled Access

Several areas of the building are not accessible to the disabled: the public meeting room in the basement and the upper level conference room, the south stack mezzanine (which contains adult nonfiction circulating books), the staff work rooms, the volunteer services office, the Friends of the Library work space and the library administrative offices.

Some stack aisles are less than 36" wide.

G. Acoustics

The public space is essentially one undifferentiated box of space. Little acoustical zoning can occur.

H. Space Flexibility/Expandability

The building is on three levels, which obstructs flexibility and forces staff work areas into a convoluted and fragmented layout between three separate areas. The building is hemmed in on two sides by city streets and, on a third side, by an alley used by several adjacent buildings. The only expansion possibility at the current site is to eliminate the parking lot. There is no other parking available in the area. In addition, the grade differential between the current library and the parking lot would require significant excavation to create a single level expansion. Alternatively, yet another level would be required for the expansion. In either case, the benefit achieved would be compromised by the loss of parking.

Electrical power and data/telecom distribution is insufficient. Telephone handsets and computers cannot be located conveniently to accommodate workflow in staff areas, causing a significant negative impact on productivity and morale.

I. Functional Spatial Relationships

Many of the facility's spaces are undersized and/or inconveniently laid out. The shipping and delivery function is grossly undersized. The returned materials sorting and check-in operation area is severely constricted and flows out into the public exit space. Staff work areas are not convenient to service desk locations. Staff work areas are separated from each other, eroding productivity.

J. Site

See comments regarding the facility location and parking lot in Section H above.

VII. Space Needs Assessment

A. Introduction and Spaces Summary

A facility of approximately 55,000 gross square feet is needed to meet the needs of the Redding community. The facility will serve as the primary library facility for the community through the year 2020, when its service population is expected to grow to 113,500. As the city grows to the east and the north, branch libraries should be considered for those areas, in addition to the main library, to reach residents who are less mobile.

The spaces outlined below will enable the library to house the collections, seating, computers and other elements necessary to meet this community's needs. In addition, it is assumed that the proposed library building will continue to serve as the headquarters and central location for the County Library system. Administrative office space, technical services areas, regional delivery handling and other specialized service areas will need to be provided for. Space for these functions has been included in the space summary that follows.

At 55,000 square feet, a two-story facility is recommended. The space summary that follows offers recommendations for the stacking of spaces on each floor.

Table 19. Space Needs Summary

Floor	Space #	Space Name	Sq. Feet	
1	1.1	Public Entrance/Lobby/Exhibit Gallery	596	
1	1.2	Materials Return Slots	12	
1	1.3	Community Meeting Room (dividable)	1,912	
1	1.4	Meeting Room Storage	230	
1	1.5	Public Restrooms	in gsf	
1	1.6A	Friends' Book Sale	639	
1	1.6B	Friends' Book Sorting Work Area	162	3,551
1	2.1	Express Checkout & Reserves	254	
1	2.2	Circulation Desk	258	
1	2.3	Sorting & Returns	621	
1	2.4	New Books & Browsing Collection	1,864	
1	2.5	Library Café and Reading Patio	170	3,167
1	3.1	Public Access Computers - First Floor	386	
1	3.2	Community News & Information	12	

Shasta County Redding Main Library
Community Needs Assessment

1	3.3	Audiovisual Media for Adults & Teens	590	
1	3.4	Family Literacy Center	315	
1	3.5	International Languages Collection	441	
1	3.6	Teen Space	861	
1	3.7	First Floor Copier Area	114	
1	3.8	Group Study Room A	150	
1	3.9	Group Study Room B	150	3,019
1	4.1	Children's New Books & Magazines	154	
1	4.2	Children's Service Desk & Reference Collection	582	
1	4.3	Computers for Children	304	
1	4.4	Children's Circulating Books	2,699	
1	4.5	Children's Audiovisual Media	314	
1	4.6	Children's International Languages	290	
1	4.7	Children's Picture Books	2,449	
1	4.8	Storytelling & Programming Space	456	
1	4.9	Children's Programming Storage	94	
1	4.10	Parents Area	200	
1	4.11	Family Restroom	in gsf	
1	4.12	Children's Outdoor Reading Garden	n.a.	7,543
1	5.1	Circulation Supervisor's Office	117	
1	5.2	First Floor Staff Workroom (circ, children's)	791	908
1	6.1	Library Admin Reception	432	
1	6.2	Library Director's Office	202	
1	6.3	Assistant Library Director's Office	116	
1	6.4	Conference Room	480	1,229
1	7.1	Technical Services Support Manager	116	
1	7.2	Receiving & Deliveries	516	
1	7.3	Order Dept	425	
1	7.4	Cataloging	399	
1	7.5	Processing & Mending	465	
1	7.6	Staff/Deliveries Entrance	114	
1	7.7	Loading Area & Garage	n.a.	
1	7.8	Supplies & Equipment Storage	323	
1	7.9	Automation & Telecom Support	401	
1	7.10	Computer/Telecom Room	293	
1	7.11	Staff Break Room	397	
1	7.12	Staff Restrooms	in gsf	
1	7.13	Custodial Closet & Supplies	75	
1	7.14	Building Maintenance Storage	100	3,623
2	8.1	Information Desk	217	
2	8.2	Reference Collection	1,647	

Shasta County Redding Main Library
Community Needs Assessment

2	8.3	Boggs Collection / Local History	1,229	
2	8.4	Genealogical Research Collection	674	
2	8.5	Public Access Computers - Second Floor	561	
2	8.6	Adult Fiction Books	2,626	
2	8.7	Adult Nonfiction Books	4,810	
2	8.8	Quiet Study Area	560	
2	8.9	Magazine & Newspaper Browsing	1,139	
2	8.10	Technology Training Center	818	
2	8.11	Second Floor Copier Area	115	
2	8.12	Group Study Room C	150	
2	8.13	Group Study Room D	150	
2	8.14	Public Restrooms	in gsf	14,696
2	9.1	Second Floor Staff Workroom (adult srvs)	689	
2	9.2	Staff Restrooms	in gsf	
2	9.3	Custodial Closet & Supplies - Second Floor	75	764
Total Assignable Square Feet:				38,500
Total Gross Square Feet @ 70% efficiency:				55,000

B. Collections and Shelving

A 283,750-volume collection of books and audiovisual materials is recommended for Redding. This will give the community, in 2020, access to approximately 2.5 volumes per capita. This level is in line with recognized library planning standards such as those developed by Joseph Wheeler as well as the State of Wisconsin's volumes per capita standards for public libraries.

1. Books

A 255,375-volume book collection is recommended to meet the needs of the projected population of Redding.

32% of the collection – 81,720 volumes – should be allocated to children's books, 3% – 7,661 volumes – to books for teens, and the remaining 65% – 165,994 volumes – directed toward adults. This distribution will allow the library to offer a collection of materials that will support community needs. It will contain a well-balanced selection of books, including popular recreational reading, non-fiction titles for children and adults to fill both school-related and individual research needs, and a wide range of titles that address current areas of interest. See also *Appendix E: Shasta Redding Main Library Collection Growth Plan*.

Students, both those enrolled at the area's schools and those being home schooled, will use the collection heavily throughout the school year. Multiple copies of non-

fiction titles on curriculum-related topics are needed to meet demand. Copies of titles on related topics are also needed, to supplement basic works and support students whose interest has been piqued by their studies.

There will continue to be spurts of demand that overwhelm the Redding Library's resources. The County Library's overall collection, as well as the book resources of the entire North State Cooperative Library System can be drawn upon in those circumstances to meet students' needs.

The community has shown a strong interest in reading new and popular materials. A generous supply of current bestsellers and high-interest titles is needed to meet this. These titles need to be displayed on merchandising shelves to facilitate an enjoyable browsing experience.

Young children (preschool age through lower elementary grades) make up almost 14.6% of the population. These youngsters and their families need access to a solid browsing collection of picture books and easy readers to establish good reading habits at an early age. These collections need multiple copies to ensure that the classic titles are available on a continuing basis. The collection needs to be housed on low (45" high) shelving with shelf dividers to allow young children to easily browse through the shelves.

The collections for adults and teens should be housed on full-height (72" to 84" high) shelves, with sufficient shelf space to require no more than 75% to 80% of each shelf to be filled. Shelving on the base shelf and top shelf needs to be used only when necessary to allow older adults to make effective use of the collections.

2. AV Media

A substantial collection of audio and video materials is needed in addition to the book collection. Community members requested greatly increased AV collections – videos, DVDs, music compact discs, books on tape and on CD were all requested and considered important. A total of 28,375 AV items is recommended to meet the needs of the projected population, a level that represents 10% of the total collection.

3. Magazines and Newspapers

A total of 300 magazine and newspaper titles is recommended, the current issues of which should be displayed in appropriate locations associated with the various age groups served. This will provide approximately 2.6 titles per 1,000 people served. This target is lower than the figure standard planning guidelines would

suggest due to the variety of current information made available online through the Library's online catalog and the Internet. Paper copies of current magazines will work in tandem with online information to fill community need in this area.

4. Shelving

For planning purposes, each single-sided section of shelving should be allocated either 10.3 or 11.25 square feet of assignable space, depending on the aisle width of the shelving area. These calculations are in line with the ALA publication, Building Blocks for Planning Functional Library Space. Assumptions regarding the number of items in circulation and the number of items per linear foot of shelving, as well as each component of the collection's size and type of shelving, are outlined in *Appendix F* of this study, *Shasta Redding Main Library Collection and Shelving Needs*.

C. Reader Seats

Redding residents need physical space at the library to study, read and work together on all sorts of projects, both school-related and individual research. Two hundred sixty two open access reader seats are recommended for this library – 182 in the adult areas, 16 in the teens' area and 64 in the children's area. This seating capacity will allow the library to offer approximately 2.3 open access seats per 1,000 people served. In addition, 24 seats in small group study rooms and 18 seats in a conference room are recommended to meet the peak-hour student seating demand.

The recommendation is in line with the guidelines suggested by Joseph Wheeler, who recommended 3.0 seats per 1,000 people for communities between 35,000 and 100,000 and 2.0 seats per 1,000 for communities between 100,000 and 200,000. Redding is currently at 80,865 and will reach 100,000 sometime within the next twenty years. This seating level will be sufficient, whether or not additional branch libraries are built within the City.

The following types of seating are recommended to meet the community's needs:

1. Study Seating

Adults, teens and children all need access to study seating that includes sturdy but comfortable chairs at 4-place tables. This seating needs to be distributed conveniently throughout the public spaces to allow easy access between study locations, the collections, the computers and other amenities such as the copy machines. All reader seating needs to be wired to accept customer-supplied laptop

computers or other handheld devices, both to allow electrical plug-in and to allow access to the Library's online system.

Each reader seat requires 25 square feet of assignable space, which includes the seat itself, the study table associated with it and circulation space surrounding it. This is in accordance with A.L.A.'s Building Blocks for Planning Functional Library Space.

Study seating is needed not only in the open access areas of the facility but also in acoustically enclosed rooms for use by small groups, literacy tutoring pairs, home schoolers and other groups, from two to six or as many as twelve people who need to meet and work together on projects. Each seat assigned to a group study room needs 25 square feet of assignable space (in accordance with Building Blocks for Planning Functional Library Space).

Conversely, there is a need for 1-place study carrels for individuals who need a quiet environment in a separate, possibly enclosed, space.

2. Lounge Seating

Seating is also needed for casual, comfortable reading by individuals. Seating at lounge chairs, perhaps but not necessarily upholstered, is needed. Some of this seating should be located in an area targeted primarily for adults, at some remove from main paths of travel or more active spaces, such as the children's or teens' areas.

Comfortable lounge seating for parents and young children to sit and read together is also required in spaces within the children's area.

Each lounge seat requires 35 square feet of assignable space. This is in accordance with Building Blocks for Planning Functional Library Space, which suggests a range of 32 to 48 square feet for each lounge chair.

3. Children's Seating

In addition to study seating at 4-place tables in the area for elementary school-age children, there is a need for toddler-sized tables and chairs in the picture book area. Reader seats need 25 square feet per seat, while toddler seating can be assigned 22 square feet per chair. This includes the chair itself, the part of the table associated with it and some circulation space.

Appendix G: Shasta Redding Main Library Reader Seating outlines the specific seating recommendations and shows the distribution of seating recommended among the various spaces of the proposed library.

D. Technology

Redding residents need convenient, reliable, free access to computers for school, work and personal use. The number of workstations available at the library should be increased several times to meet community demand. Although there are no recognized current guidelines for the number of computers to make available at public libraries, recent best planning practice among California libraries has been to install one computer for every 750 to 1,250 residents. Larger communities (100,000 population or more) can use a somewhat more conservative ratio, as long as all or most reader tables are outfitted to support customer-supplied laptop use.

For the Redding Main Library, 72 public access computers are recommended, 52 in various open access areas and 20 in an enclosed technology training center. This translates into one computer for every 1,576 residents.

For many residents, the Library's computers will be their sole local access point to online information. For many others, their computer at home must be shared with others or is connected to the Internet via a slow dial-up transmission line. Student use is expected to grow dramatically when space increases.

Each computer workstation needs 35 square feet of assignable space. This includes the computer on its work surface, a task chair and adjacent circulation space. Computers at stand-up workstations need less space – 25 square feet is recommended. Workstations in the technology training center should be allowed slightly more square footage – 40 square feet per computer – to factor in instruction space and ease of flexibility within the classroom setting.

Building Blocks for Planning Functional Library Space suggests a range of 30 to 36 square feet for each sit-down public access computer.

Appendix H: Shasta Redding Main Library Public Computer Needs details the quantities of computers recommended for each area of the library as well as square footage allocations for each.

E. Staff Offices and Workstations

The current Library has a staff of 20.6 FTE. The current staffing is outlined in *Section V*, above. The staff projected to operate the facility is shown below.

Shasta County Redding Main Library
Community Needs Assessment

Table 20. Projected Staffing

FTE	Position	Number of People
1	Library Director	1
1	Asst Library Director	1
1	Executive Assistant	1
1	Typist/Clerk I /II	1
1	Volunteer Coordinator/PR	1
4	Librarian III	2
6	Librarian I /II	8 to 12
2	Library Asst (supervisory)	2
6	Library Assistant	6 to 10
11.35	Library Clerk I /II	12 to 16
4	Library Page	8 to 12
1	Sr. Office Automation Consultant	1
2	Computer Equipment Tech	2
41.35		46 to 62

This represents approximately twice the current level of staffing. The additional staffing resources will be needed to support the anticipated higher volume of business that the Library will do as well as enable the Library to meet higher community expectations for service. The Library must be designed for efficiency, taking advantage of the many self-service opportunities that library technology is now offering. Even so, staff will be needed to handle the anticipated increases in returned materials handling (check-in, sorting and shelving of items returning from circulation), technology assistance and training, after-school student support and increased programming.

Based on the nature of their duties, the Library Director, Assistant Director, Technical Services Support Manager and Circulation Supervisor will each need a private office. As the four primary supervisory staff at the facility, each will regularly need to be able to conduct confidential conversations with individual staff members or with small groups. In addition, each will on occasion need to speak privately with members of the public.

An office of approximately 200 square feet is recommended for the Director to accommodate that person's desk, computer, task chair, shelving and lateral files as well as a small conference table and guest chairs. The other supervisory staff each need an office of approximately 120 square feet with a desk and task chair, guest chair, computer, shelving and lateral file cabinet.

Staff with duties that require them to work at desks away from the public space will be assigned modular office workstations at dimensions that vary from 8' x 8' to

7' x 7' to 6' x 6', depending of the nature of their assignment. Space calculations include a 25% factor for circulation space for each module.

F. Meeting Room Space

A 120-seat meeting room is recommended for the library as well as a dedicated storytelling space for children and their parents that will accommodate an audience of up to 40 people. The meeting room will support the library's service goal to inaugurate programming for teens, parents and adults as well as to increase the level of programming for children and their families. It will also support the Redding community's desire to create a civic gathering place and allow the library to host events sponsored by community organizations as outlined in the plan of service.

The meeting room seating should be allocated 15 square feet per seat. This allocation is somewhat more generous than the 10 to 12 square foot per-seat guideline suggested in Building Blocks for Planning Functional Library Space and is recommended to provide more flexibility in the meeting room space for performances and activities that may require more maneuverability.

The seating recommended for the storytelling space has been allocated 10 square feet per person. This allocation seems reasonable since the children will sit on the floor of the storytelling space and will take up less room than if seated on chairs. "Parking space" for up to six strollers is also recommended for the storytelling area. These needs are programmed in the plan of service.

G. Special Purposes Spaces

Several unique spaces are recommended, based on community need:

- A Family Literacy Center to support literacy tutoring for both adults and children in families identified as at-risk by the Redding Elementary School District. A joint-use project between the Library and the School District for this service is being planned. The center may also be used for other literacy training activities when the School District program is not in session. This center will offer computers for literacy skills practice (at 35 square feet each), seating at 2-place tables (at 25 square feet each) and book shelving.
- Four small group study spaces, each with 6 seats at conference tables (at 25 square feet per seat).

- Genealogical Research Collection, with computers, reader seating, shelving, a docent desk and microfilm equipment and cabinets.
- Local History Collection, with study and lounge seating, shelving for books, archival storage for maps, posters, historic photos, and display cases for exhibits.

H. Non-Assignable Space

This study recommends a total building size of approximately 55,000 gross square feet, on two levels. This represents 38,500 net assignable square feet in the building – the seating, the collections, the service desks, the staff workspaces, the meeting rooms. Thirty per cent of the gross square footage has been set aside as unassignable space (16,500 sq. ft.). This includes the building's mechanical systems, electrical and telecommunications closets, storage spaces, restrooms, circulation space throughout the facility and other elements of the building not listed in the Spaces Summary as one of the building's assignable spaces. The net-to-gross square footage ratio used is based on the standards proposed by the American Library Association's handbook, Building Blocks for Planning Functional Library Space, published in 2001.

Table 21. Square Footage Allocation Conversion Factors

Item	Conversion Factor
Shelving, single-sided section, 3' wide	10.3 to 11.25 SF / section
Volumes per Linear Foot:	
Books, adult, fiction and nonfiction	8 volumes / linear foot
Books, reference	7 volumes / linear foot
Books, new and display	5 volumes / linear foot
Books, large type	8 volumes / linear foot
Books, literacy collection	8 volumes / linear foot
Books, International languages	10 volumes / linear foot
Books, paperback	10 volumes / linear foot
Books, parents	8 volumes / linear foot
Books, teen, paperback	10 volumes / linear foot
Books, teen, fiction	10 volumes / linear foot
Books, teen, nonfiction	8 volumes / linear foot
Books, children's, new, fiction, and nonfiction	10 volumes / linear foot
Books, children's, picture, easy, board	18 volumes / linear foot
Books, children's, paperbacks	10 volumes / linear foot
Books, children's, reference	8 volumes / linear foot
Books, children's, international languages	18 volumes / linear foot
Books, children's, large type	10 volumes / linear foot
Videos / DVDs	12 volumes / linear foot

Shasta County Redding Main Library
Community Needs Assessment

Music CDs	20 volumes / linear foot
Audio books & books on CD	12 volumes / linear foot
CDRom software	12 volumes / linear foot
New Format, AV, teens & adult	20 volumes / linear foot
Language media (recreational)	12 volumes / linear foot
Language learning	8 volumes / linear foot
AV kits	8 volumes / linear foot
Language media, children's (recreational)	14 volumes / linear foot
Language learning, children's	8 volumes / linear foot
Magazines, current display	1 title / linear foot
Magazines, backfiles, in pamphlet boxes	2.5 boxes / linear foot
Magazines, parents', teen, children's	1 title / linear foot
Magazines, international languages	1 title / linear foot
Newspapers, current	1 title / 1.5 linear foot
Newspaper backfiles	1 title / 1.5 linear foot
Seating:	
@ 4-place table	25 SF / seat
@ 2-place table	25 SF / seat
@ 1-place table	25 SF / seat
@ 1-place carrel	35 SF / seat
Lounge chair, 1 person	35 SF / seat
Lounge chair, 2 person	40 SF / seat
@ 4 place round teen table	22 SF / seat
@ 4-place round table	25 SF / seat
@ 6-place round toddler table	22 SF / seat
Window seating	8 SF / seat
Meeting room seating	15 SF / seat
Storytelling seating (floor)	10 SF / seat
Computers and other equipment:	
Public access computer, sit-down	35 SF / workstation
Public access workstation, stand-up	25 SF / workstation
Printers, networked	12 SF / workstation
Technology Training workstation	40 SF / workstation
Audio listening stations	35 SF / workstation
Copy machine	45 SF / workstation
Microfilm/fiche reader/printer	35 SF / workstation
Self check-out workstation	45 SF / workstation
Staff office system workstations, 8' x 8'	80 SF / workstation
Staff office system workstations, 8' x 7'	70 SF / workstation
Staff office system workstations, 7' x 7'	61.25 SF / workstation
Staff office system workstations, 6' x 6'	45 SF / workstation